DOCUMENT RESUME

ED 256 126 EC 172 527

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TITLE	School Climate: Applied to Integration and Access of Special Education Children in Full Learning Environments. A Ho'okoho Module.
INSTITUTION	Hawaii Univ., Honolulu. Dept. of Special Education.
SPONS AGENCY	Office of Special Education (ED), Washington, D.C.
PUB DATE	83
CONTRACT	300-80-0746
NOTE	64p.; A part of the Hawaii Integration Project. For related information, see EC 172 522-532. Portions may be marginally legible.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Change Agents; *Disabilities; *Educational Environment; Elementary Secondary Education
IDENTIFIERS	*Hawaii Integration Project

ABSTRACT

The module is intended to help educators understand the components of school climate and its influence on the integration of students with handicaps. Three competencies are addressed: (1) to develop an understanding of the concept of school climate, identify its components and analyze its relationship to educational goals; (2) to develop an awareness of one's level of influence, the capacity to effect change, and the relationship of others' level of influence; and (3) to develop an awareness of school climate at their individual schools and utilize a systematic strategy for effecting change. Objectives are presented for each competency and handouts address such issues as climate outcomes (including respect, trust, and high morale), determinants of school climate, levels and kinds of influence, social groups, networking, and problem solving sequences. (CL)

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ED256126

School Climate: Applied to Integration and Access of Special Education Children in Full Learning Enviroments

A Ho'okoho Module

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for

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EC173537

SCHOOL CLIMATE

Teaching Procedures

PRE-MODULE MATERIALS: Prior to this module presentation, participants will receive a set of readings introducing, or refamiliarizing the reader with, the concept of school climate, (Handouts #12, 13, 14). On the basis of these readings, participants will be asked to formulate their own definitions of school climate and to be prepared at the beginning of the module to share their definitions with the group. These preliminary materials should be viewed as the module's foundation for expanding the participant's understanding of school climate theory, its relationship to change and decision making, and for exploring their individual potential for influencing the school environment. Handout #2 should also be given to the participants with the readings so that they may have the opportunity to consider the concepts presented while doing their readings.

I. INTRODUCTION AND GREETINGS - PRIOR TO PRESENTATION

- A. Instructor introduces self and occupation.
- B. Have participants introduce self also. (Note: Instructor may wish to implement a getting-to-know-you type of activity/game.)
- C. Briefly explain the general purposes and content of the module.
  1. Use Handout #1 for this activity.
  2. Discuss the competencies and the nature of the information contained in the module.

II. COMPETENCY I - TO DEVELOP AN UNDERSTANDING OF THE CONCEPT OF SCHOOL CLIMATE, IDENTIFY ITS COMPONENTS AND ANALYZE ITS RELATIONSHIP TO EDUCATIONAL GOALS

- A. Explain the objectives for this competency using Handout #1.
- B. Objective 1.
  1. On index cards, ask participants to jot down their definition of school climate based on their readings. Have another participant pin the card to their backs.
  2. Have participants circulate among themselves, reading each other's definition.

a. After all the cards have been read, have participants select the individual(s) whose definition is most similar to theirs.

b. Emphasize that the participants should clarify their definition with one another and come up with a joint definition that is agreeable.

c. It is suggested that throughout the rest of the module individuals with similar definitions be partners for the other activities.

3. In large group:

a. Ask participants why they think they were asked to come up with their own definition of school climate. Review their reasons, stressing the importance of working through a personal definition as opposed to simply accepting some authority's viewpoint.

b. Have each pair or group share their definition with the rest of the participants.

4. Refer participants to Handout #2 and ask for volunteers to read the following concepts one at a time and provide opportunities for discussion.

a. The term school climate has been used interchangeably with "milieu", "environment", and "ecology".

b. School climate describes the interaction between an enviroment and its occupants.

c. School climate is the sum total of all interactions between norms, traditions, decision making styles and processes, materials and program resources and the relationship between the occupants and their environment.

d. School climate is a perception held by the school members which in turn affects their behavior and their feelings about their environment.

e. Unlike culture, school climate is a relatively enduring set of qualities which can be modified, changed or improved through careful analysis, earnest commitment and deliberate strategy.

B. Objective 2a

1. Now that the participants have a clearer sense of what the concept of school climate means, ask them to construct a model of school climate. (Note to facilitator: If the group consists of 8 or less participants, have the entire group construct one model. If there are more than 8 participants, have them form groups of 3 or more or pair them off to develop individual models. Those participants with similar definitions of school climate should be considered to form groups for this activity.)

2. Provide the following explanation:
"In this activity, create a pictorial representation conceptualizing your definition of school climate. The purpose of this exercise is to enable you to explore more deeply the dynamics of school climate, clarify your values and needs, examine your perceptions and discover your sphere of influence as these pertain to the roles you carry out in your schools. A second purpose of the exercise is to help you move from your definition of climate to conceptualizing it by creating a model. It is important that as a group you develop your own pictoral representation of school climate because improvements or changes made in a school are only as effective as the problems identified and criteria established. Because school climate is a perception held by members, it can lead to satisfying changes only if the perceptions of members are taken into account. While model building is usually associated with theorists in education, teachers and administrators often rely on self-created models of learning, human interaction and management plans in carrying out their daily responsibilities. This is more easily seen when one thinks of a model as a description of a process for obtaining or transmitting information for purposes of decision making and facilitating change. As each component of the model is created, it will be displayed graphically so that at the

conclusion, a complete pictoral representation of the model will be presented. First of all, we will begin by deciding what goals or expectations you have for a healthy school climate which is demonstrated through the behavior and attitudes of students, teachers, administrators, support personnel and others affiliated with the school These are measures of school climate, signals of organizational health or disease."

3. Solicit responses by asking the following types of questions:
   a. "In a healthy school enviroment, how would school members feel? Think? Be able to do?"
   b. "In your school experience, when did students (teachers, administrators, parents, etc.) feel good? Bad?"
   c. "What would be an example of a person doing or saying something at your school that you disliked? Liked? What did that person's behavior or language really say to you?"
4. As the participants respond, jot down their statements on chalkboard. Allow approximately 15-20 minutes for this activity.
5. After the participants have consulted with their partners or group, ask them how to select those specific outcomes which they personally believe should be the result of a healthy school climate.
6. Have participants graph outcomes using only <u>one-third</u> of a sheet for now.
   a. As the instructor of this module, use Transparency #1 as an example to illustrate the first component of the model.
   b. Distribute 12 x 18 sheets of paper, colored pens and allow approximately 10-15 minutes for this part of the activity.
7. Then have each group share and explain the first component of their model to the rest of the group.

C. Objective 2b

1. Present Transparency #2 (Maslow's Hierarchy of Needs).
2. Present the following mini-lecture based on the hierarchy: "According to Abraham Maslow, there exists basic human needs arranged in a hierarchy. Beginning at the bottom the need at each level must be met before the individual can proceed to the next level. The following is Robert Fox's translation of Maslow's hierarchy in terms of essential needs of members in a school enviroment:
   a. Physiological needs for involvement in learning. These involve the school's physical plant including heat, light, safety from hazards such as fire, and relatively uncrowded conditions.
   b. Safety needs pertain to security from physical and psychological abuse or assault from others in or around the school.
   c. Acceptance and friendship needs from other students, teachers, staff and administrators.
   d. Achievement and recognition needs in regard to one's endeavors.
   e. Needs to maximize one's potential or to achieve at the highest possible level."
3. Ask the following questions:
   a. "Do the climate outcomes listed on your model meet the basic needs of all members of the school? If not, what can be done to meet everyone's needs?"
   b. "Can anyone give an example of a situation where a physiological need was not met for any school member and its consequences and remedy? Safety needs? Achievement and recognition needs?"
4. Refer participants to Handout #3 (Climate outcomes) and briefly discuss list, adding that these are additional outcomes they may want to consider.

a. Allow the participants to adjust or modify the outcome component of their models if they wish to.

b. Reinforce the idea that a healthy school enviroment adapts in order to accomodate the wide range of needs demonstrated by teachers, students, administrators, other personnel, and the community.

D. Objective 2c

1. Ask participants to refer to Handout #4 (Climate determinants) and introduce the idea that climate outcomes evolve from, and their absence or presence is dependent on the practices, programs and material/physical resources involved in specific school operations. Because these determine the quality of school climate, they are labeled determinants.

2. Have volunteers read statements under each determinant grouping. Solicit any additional statements participants may perceive as determinants.

3. Have participants use the next one-third sheet and graphically represent those determinants they feel would influence the goals and objectives they have selected for their school climate model.

4. Use Transparency #3 and allow approximately 30 minutes for this activity.

III. COMPETENCY II - TO DEVELOP AN AWARENESS OF ONE'S LEVEL OF INFLUENCE, THE CAPACITY TO EFFECT CHANGE, AND THE RELATIONSHIP OF OTHERS' LEVEL OF INFLUENCE.

A. Explain the objectives for this competency using Handout #1.

B. Objective 1.

1. Present the following mini lecture: "Too often there is a tendency to view all decision making for schools at the state, district or principal level only. Influence, or decision making power has multiple levels or spheres, each capable of effecting change within that sphere or level and causing change throughout the system."

2. Present Transparency #4 and explain that each contigent

holds an equal share of the decision making power, that is, potentially shares equal influence over the school. Leave the Transparency on for the next activity.

C. Objective 2a.

1. Present Handout #5a/5b and have participants pair up to solve problems. Explain that the purpose of the activity is to develop the understanding that each school member's role exerts an amount of influence on the school and is dependent upon one's level area and situation. Therefore, within his/her own sphere, each school member has the capacity to make changes, improve or influence the school enviroment.
   a. Have participants redistribute the slices of pie for each statement using Handout #5b.
   c. Allow approximately 15-20 minutes to resolve problems.
   d. Have a discussion on the results of the activity.
2. Discuss the concept of partial decision making in the following manner: "Not all decision are the result of explicit directives, commands or mandates, nor are decisions one-dimersional. Sometimes several decision occur within one decision making event. In the example of special education students eating lunch with regular education students, suppose the final decision was made by the principal. The manner in which each teacher interprets and carries out that decision, however, influences the outcome of the principal's decision. One teacher may actively place each of her regular education students in a group on the opposite end from the special education students. This is a different decision within a decision making context."
   a. Present Transparency #5 (Decision making matrix) and explain the matrix in the following manner: "This matrix will elaborate on the idea of partial decision making and influence levels. Functions on the matrix are representations of decision making areas and roles are the primary responsibility school members assume on a daily basis."

b. Pass cut Handout #6 (Kinds of influence) and explain that this is a list of each kind or type of influence that can be observed to exist on a role when performing a function. Review each.

c. Using the decision, "A computer program will be implemented for all children in this school.", ask participants to assist at filling in the matrix explaining each time that a role and function are identified within a particular type of influence.

d. As the instructor of this module, write in the participant's responses onto the transparency using water soluble pens.

C. Objective 2

1. Introduce the idea of social groups within an organization by using Transparency #6 and Handout #7.
2. Explain that identifying the four types of individuals and allying the appropriate ones may facilitate and promote changes within the school environment.
   a. The instructor may want to have volunteers read the handout passages.
   b. Allow time for discussions.
3. Ask participants what they believe are some reasons why individuals act, think and make decisions the way they do. Some reasons may be: Tradition and past experiences; values and bias; and personal qualities and skills.
4. List their responses on the chalkboard and explain that it is important to be sensitive to an individual's point of view especially when plans to initiate changes are being formulated and resistance from these individuals may occur.
5. Using the idea of decision making, power and authority, and factors influencing the way in which an individual reaches a decision, have participants include the third component of their model.

a. Use Transparency #7 as an example.

b. Make sure participants know that all three components should be related in some way to each other.

c. If space is available on the wall, have each group display their models. Allow each group to explain their model to the rest of the participants.

IV. COMPETENCY III - TO DEVELOP AN AWARENESS OF SCHOOL CLIMATE AT THEIR INDIVIDUAL SCHOOLS AND UTILIZE A SYSTEMATIC STRATEGY FOR EFFECTING CHANGE.

A. Explain the objectives for this competency using Handout #1.

B. Objective 1.

1. Explain the following activity in this manner: "In this activity, you will be individually measuring the quality of the school climate at your school by means of the CFK Ltd., School Climate Scale devised by R. Fox and his associates. Fox followed the same process as you did in this module by developing a model of school climate. In addition, Fox devised a series of times organized in a questionnaire form to test the model by applying it to actual school environments. The scale Fox developed will be used to test the school climate as you perceive it of your school. The results of the scale will be used to help formulate an action plan for improving the school enviroment in which you work."

2. Refer participants to Handout #3 (School Climate Scale).

3. Continue with explanation: "The scale should take about 25 minutes to complete. The scale is divided into sections and each statement within each section is responded to twice, once for "how things are," and once for "how things should be." Each statement should be answered twice and no statement left unanswered. The boxes in the scoring column should be left blank until scoring time."

4. Allow participants 25-30 minutes to complete the scale.

5. Use the following procedure for scoring:

a. Compute the sum of ratings for each category. Since there are 5 items per category, the maximum score could be "20", the minimum score would be "5".

b. Write this score in the box provided after item 5 in each category, both for "what is" and "what could be."

c. For each category subtract the "what is" score from the "what could be" score to get a sense of categories with the greatest discrepancy between actual and ideal school climate factors.

d. To determine an overall sense of your perceptions of the school's climate, total all "what is" scores from all categories, all "what should be" scores from all categories and subtract for the discrepancy score.

C. Objective 2.

1. After scoring and discussing the scale, participants should rank by importance those categories from the scale. The magnitude and order of importance should be dependent upon: (a) the individual's own values as elucidated through earlier module activities, (b) the individual's sense of what is critical to improving his/her school environment, and (c) the magnitude of discrepancy between "what is" and "what should be" as revealed by the scoring.

2. Next, have participants check those factors and determinant categories over which they believe they have some influence. Then from these ask them to select one in which they have a personal interest and for which they would be willing to play the role of "change agent". Once an area for targeting change has been selected, participants should review the following: (a) "Can I affect this change? How? To what extent?", (b) "Can I determine if others feel the way I do about this issue?", and (c) "Can I enlist others to help implement this change?"

3. Instructor's Note: Participants who choose to work on general climate factors categories will need to examine which determinants are affecting this situation. Those

choosing determinants categories will need to determine which factors are affected by the determinant categories.

4. Introduce the "Problem Solving Sequence" using Transparency #8 and Handout #9.

   a. Step 1 - Identifying the Problem.

      1) Ask participants to generate multiple problem statements that are as concrete as possible. For example, if a participant chooses "opportunity for input" as a "should be" and as a perceived problem area, some appropriate statements might be: (a) "Special education students are not allowed to choose their lunch companions.", (b) "English teachers are unable to select the textbooks they use in their classes.", and (c) "Students never get the opportunity to choose which teachers the want to work with."

      2) Stress that the most effective problem statements are references to actual instances observed or encountered on their individual campuses. Participants should determine if the problem statement they choose is based on observation, reliable or unreliable inferences.

      3) Allow participants to formulate problem statements of their choosing based on their school situation using Handout #10a, (Stem 1 - Identifying Problems). Ask for volunteers to share.

      4) Instructor's note: Participants who choose determinants rather than climate factors will need to consider the impact made on one or more climate factors. Those choosing a general climate factor will need to determine problem statements referring to as many of the determinants affecting the climate factors.

b. Step 2 - Analyzing the Problem.

1) Have participants refer to Handout #10a (Step 2 - Force Field Analysis) and present the following mini-lecture: "The concept of force field analysis is an analytical method based on the theory of conflicting forces which facilitates or restrains an organization's present state of affairs. In this theory, it is held that a present situation remains stable by two sets of opposing forces. The resisting forces work against change, the driving forces for change. Forces can be people, finances, external factors, psychological or interpersonal factors. The goal of force field analysis is to discover those factors which can reduce or eliminate resisting forces."

2) Instruct the participants to analyze their problem statements and do the following on Handout #10a (Step 2) allowing approximately 10-20 minutes.

a) List all the factors (driving forces) which would facilitate change.

b) List all of the restraints (driving forces) inhibiting change.

c) Rank the restraining forces in order of their dominance.

d) Underline the driving forces which may help to eliminate the resisting forces.

e) Rank each for solvability.

c. Step 3 - Generating Multiple Solutions

1) Have participants brainstorm ways to reduce the strength of each major resisting force and to increase the strength of driving forces.

2) Because of the utilization of others concerned with similar problems it is crucial for creative brainstorming, allow participants to circulate among other members of the group to assist them with generating ideas.

3) Allow participants to jot ideas on Handout #10b, (Step 3).

d. Step 4 - Planning for Action

1) Have participants do the following with their individual problems on Handout #10b (Step 4).

a) Choose the best ideas.

b) Choose the best people to expedite the action plan.

c) List materials, other resources needed.

d) Establish a time sequence with an estimate of specific dates for the actions to occur.

e. Step 5 - Forecasting the Consequences of Intended Actions.

1) Stress the importance of being prepared for stumbling blocks, unexpected resistance to the changes, and the need to be able to meet these contingencies with well-planned thoughtful action.

2) On Handout #10c (Step 5), have participants:

a) List everything that they can imagine could go wrong with their plans.

b) List the individuals who will be directly affected by the plan.

c) List all anticipated barriers from environmental sources.

f. Step 6 - Taking Action, and Step 7 - Evaluating Actions.

1) Explain that Steps 6 and 7 will be one of the follow-up activities, the results of which would need to be submitted to the instructor at a later date.

5. Explain the other non-contract hour activities on Handout #11.

V. REVIEW AND SUMMARY

A. Allow participants to ask questions.

HANDOUT #1

SCHOOL CLIMATE - AN OVERVIEW

COMPETENCY 1 - TO DEVELOP AN UNDERSTANDING OF THE CONCEPT OF A SCHOOL CLIMATE, IDENTIFY ITS COMPONENTS AND ANALYZE ITS RELATIONSHIP TO EDUCATIONAL GOALS.

OBJECTIVES 1. Formulate own definition of school climate.

2. Create a group generated model of school climate by:
   a. listing outcomes or climate measures which are perceived to be the result of a healthy school climate;
   b. discussing the relevance of climate outcomes as they relate to meeting individual needs of school members;
   c. identifying and describing general climate determinants that affect the quality of the school climate.
      1). Program
      2). Process
      3). Materials/Resources
   d. incorporate climate outcomes and determinants into model.

COMPETENCY 2 - TO DEVELOP AN AWARENESS OF ONE'S LEVEL OF INFLUENCE, THE CAPACITY TO EFFECT CHANGE AND THE RELATIONSHIP TO OTHERS LEVEL OF INFLUENCE.

OBJECTIVES 1. Discuss and describe the concept of sphere of influence as it relates to decision making power and the distribution of this power among the school constituents.
   a. Define and discuss integration, physical accessibility and programmatic accessibility of special and regular education students and apply the concepts learned through problem solving of hypothetical school situations.

2. Recognize and become aware of the various social groups within an organization and selecting the appropriate ones to ally in the effort to facilitate changes in the school environment.
   a. Incorporate personnel component into model.

COMPETENCY 3 - TO DEVELOP AN UNDERSTANDING OF HOW TO ENGAGE OTHERS IN EFFECTING CHANGE AND UTILIZING A SYSTEMATIC STRATEGY FOR CHANGE.

OBJECTIVES 1. Complete the School Climate Scale by Fox based on their own individual school situation.

2. Formulate and initiate an Action Plan using the problem solving technique.

SCHOOL CLIMATE

1. The term "school climate" has been used interchangeably with "milieu", "environment", and "ecology."

2. School climate describes the interaction between an environment and the occupants.

3. School climate is the sum total of all interactions between norms, traditions, decision making styles and processes, materials and program resources, and relationships between the occupants themselves and their environment.

4. School climate is a perception held by the school's members which in turn affects their behavior and their feelings about their environment.

5. Unlike culture, school climate is a relatively enduring set of qualities which can be modified, changed or improved through careful analysis, earnest commitment and deliberate strategy.

CLIMATE OUTCOMES

RESPECT

1. In this school, even low achieving students are respected.
2. Teachers treat students as persons.
3. Parents are considered by this school as important collaborators.
4. Teachers from one subject area or grade level respect those from other subject areas.
5. Teachers in this school are proud to be teachers.

TRUST

1. Students feel that teachers are "on their side."
2. While we don't always agree, we can share our concerns with each other openly.
3. Our principal is a good spokesman before the superintendent and the board for our interests and needs.
4. Students can count on teachers to listen to their side of the story and to be fair.
5. Teachers trust students to use good judgement.

HIGH MORALE

1. This school makes students enthusiastic about learning.
2. Teachers feel pride in this school and in its students.
3. Attendance is good; students stay away only for urgent and good reasons.
4. Parents, teachers and students would rise to the defense of this school's program if it were challenged.
5. I like working in this school.

OPPORTUNITY FOR INPUT

1. I feel that my ideas are listened to and used in this school.
2. When important decisions are made about the programs in this school, I, personally, have heard about the plan beforehand and have been involved in some of the discussions.
3. Important decisions are made in this school by a governing council with representation from students, faculty and administration.
4. While I obviously can't have a vote on every decision made in this school that affects me, I do feel that I can have some important input into the decision.
5. When all is said and done, I feel that I count in this school.

CONTINUOUS ACADEMIC AND SOCIAL GROWTH

1. The teachers are "alive", they are interested in life around them; they are doing interesting things outside of school.
2. Teachers in this school are "out in front" seeking better ways of teaching and learning.
3. Students feel that the school program is meaningful and relevant to their present and future needs.
4. The principal is growing and learning too. He or she is seeking new ideas.
5. The school supports parent growth. Regular opportunities are provided for parents to be involved in learning activities and in examining new ideas.

COHESIVENESS

1. Students would rather attend this school than transfer to another.
2. There is a "we" spirit in this school.
3. Administration and teachers collaborate toward making the school run effectively; there is little administrator-teacher tension.
4. Differences between individuals and groups (both faculty and students) are considered to contribute to the richness of the school, not as divisive influences.
5. New students and faculty members are made to feel welcome and part of the group.

SCHOOL RENEWAL

1. When a problem comes up, this school has procedures for working on it; problems are seen as normal challenges, not as "rocking the boat."
2. Teachers are encouraged to innovate in their classroom rather than to conform.
3. When a student comes along who has special problems, this school works out a plan that helps that student.
4. Students are encouraged to be creative rather than to conform.
5. Careful effort is made, when new programs are introduced, to adapt them to the particular needs of this community and this school.

CARING

1. There is someone in this school that I can always count on.
2. The principal really cares about students.
3. I think people in this school care about me as a person; are concerned about more than just how well I perform my role at school (as teacher, parent, administrator, etc.)
4. School is a nice place to be because I feel wanted and needed there.
5. Most people at this school are kind.

HANDOUT #4

SCHOOL CLIMATE DETERMINANTS

PROGRAM DETERMINANTS

1. Opportunities for Active Learning - Students are totally involved physically, mentally and are able to demonstrate their ability to use the knowledge and demonstrate skills.

2. Individualized Performance Expectations - Accounting for individual differences, encouraging children to excel beyond their own performance goals while providing maximum challenges.

3. Varied Learning Environments - Avoid single standard mode of instructions, class size, atmosphere and alternative programming.

4. Flexible Curriculum and Extracurricular Activities - Wide variety of pace and content options, servicing all students and providing subjects to students' needs.

5. Support and Structure Appropriate to Learner's Maturity - Consistent with intellectual, social, physical development characteristics of students.

6. Rules are Cooperatively Determined - Clearly stated reasonable and desirable by those affected.

7. Varied Reward System - Minimize punishment, emphasize positive reinforcement of effective behavior, recognizing need for recognition.

PROCESS DETERMINANTS

1. Problem-Solving Ability - Well developed structure for sensing existing problems, solving them and evaluating effectiveness.

2. Improvement of School Goals - Clearly stated and understood goals, used as reference points for making decisions.

3. Identifying and Working with Conflict - Recognizing that conflict is natural, then can be identified and worked on.

4. Effective Communication - Enhances relationships among educators, students and parents, unrestricted by hierarcy; emphasis on sharing, problem-solving and listening.

5. Involvement in Decision Making - Exists for all who are affected by it. Processes are clearly specified and understood.

6. Autonomy with Accountability - Independence and responsibility through reporting and explaining.

7. Effective Teaching and Learning Strategies - Goals are clearly stated;

educators seek feedback from students and other educators; teachers attempt to consider individual learning styles and maturity levels of students.

8. Ability to Plan for Future - Immediate and long-range future plans delineating desirable changes, modifications.

MATERIAL DETERMINANTS

1. Adequate Resources - Able educators, support of students and educators through instructional materials, labs, classroom/learning area, equipment, furniture, texts, references and adequate expendable supplies.

2. Supportive, Efficient Logistical System - Helps production, enhances morale, and aids in rapid delivery of material resources, etc.

3. Suitability of School Plant - Meets human needs; attractive enrivonment.

HANDOUT #5

LEVELS OF INFLUENCE - PROBLEM SOLVING

1. Special education students will eat lunch with regular education students in this school.
   a. Who will be directly involved?
   b. Who needs to be consulted?
   c. Who must have input into this decision?
   d. Who makes the final decision?

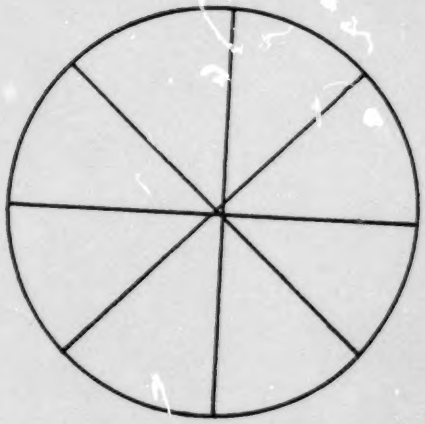
2. A computer training program will be implemented for all regular and special education children at this school.
   a. Who will be directly involved?
   b. Who needs to be consulted?
   c. Who must have input into this decision?
   d. Who makes the final decision?

3. The playground area near the special education classes will be available to all children who wish to play there.
   a. Who will be directly involved?
   b. Who needs to be consulted?
   c. Who must have input into this decision?
   d. Who makes the final decision?

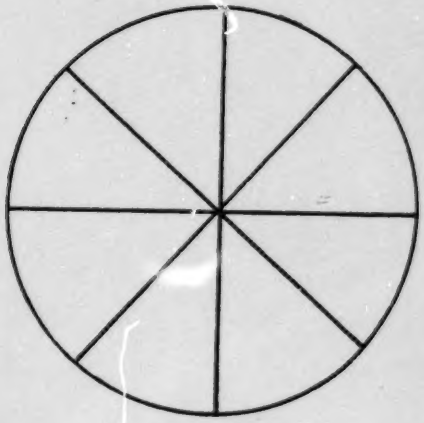
4. This school will initiate a volunteer parent program for regular and special education students.
   a. Who will be directly involved?
   b. Who needs to be consulted?
   c. Who must have input into this decision?
   d. Who makes the final decision?

HANDOUT # 5b

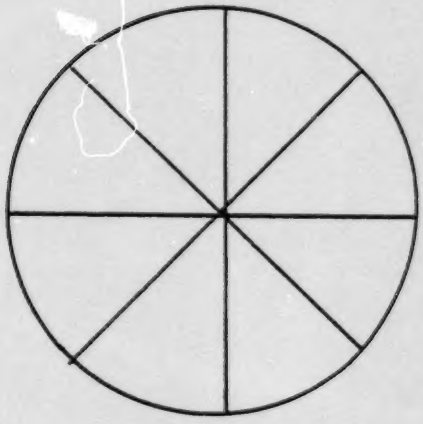
1. Special and Regular Education lunch program.



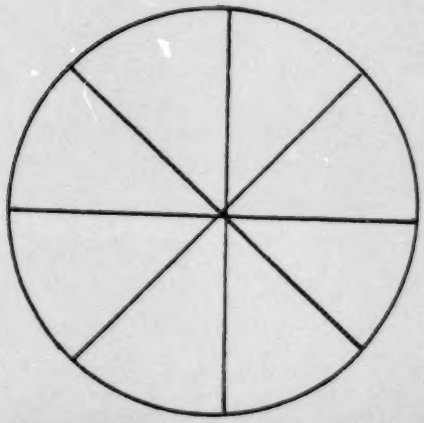
2. Computer training program.



3. Playground availability.



4. Volunteer Parent Program.



HANDOUT #6

KINDS OF INFLUENCE

I - Must be Informed	"I" means that the position holder must know the results of a decision in order to take appropriate coordinating action. "I" usually shows that a position will be affected by a decision, or that the position holder will have to implement a decision.
C - Must be Consulted	The position must be given an opportunity to influence the process of decision-making by presenting information, demonstration or proof. Those with "C" power should be consulted early enough so that their information can make a genuine difference in the final decision.
P - Must Participate	"P" means that position holders must take part in making the decision and that at least a majority vote of all those with a "P" is necessary before the decision can be final.
V - Veto Power	"V" means that position holders have power over the function and that their agreement must be obtained before the decision can be made.
A - Authority to Make a Decision	"A" represents the greatest power of all. Those with "A" power can make the decision and others must go along with it.

HANDOUT #7

SOCIAL GROUPS

1. The Innovators

The innovators tend to be intelligent and risk-taking; they travel a lot, they read a lot, they depend on outside sources of information, and they are usually very receptive to influence by outside change agents. They also tend to be marginal to their home communities. They may be viewed as "odd balls" or mavericks, and they do not usually have a great deal of direct power or influence. Hence, they can be both an asset and a liability to the change agent. These people will have commitment to a new idea and are willing to stand up and be counted even though they may be risking the scorn and ridicule of others, but if they have stood up too often for lost causes they may not be an effective ally.

2. The Resisters

Many social systems also contain some members who assume the active role of resisters or critics of innovation. They are the defenders of the system the way it is, the self-appointed guardians or moral, ethical, and legal standards. Although these people are "conservative" in a strictly logical sense, they may wear all kinds of labels from "radical" and "liberal" to "reactionary".

3. The Leaders

Many studies of how groups accept innovation have singled out one very important social role which they have identified as the "opinion leader". Opinion leaders are found in any community and they are the key to the growth of any movement. Study after study has shown that there are certain influential people who are held in high esteem by the great majority of their fellow men. They are usually not the first people to try out new ideas because they need to maintain their standing with their followers. The opinion leaders listen to both the innovators and the resisters so that they can better size up a developing situation. They watch the resister to test the social risks of adopting the idea. Indeed, in many cases they are eager to observe these changes because their continuance in power rests upon their ability to judge innovations. They want to become the champions of the innovation whose time has come. In other words, they must be able to adopt new ideas at the point at which those new ideas become popularly feasible.

4. The Silent Majority

This group comprise the largest number of individuals in a social group. They probably do not develop any strong feelings about particular issues, but may silently weigh the pros and cons of proposed changes. Members of this group tend to accept the majority's point of view and may be heavily influenced by the leader of the group.

1. They have overcome the "authority" problem. They can tolerate the anxiety of confronting their own power system.

2. They are very aware people. They know what their mission is and what their values are.

3. Although they acknowledge the need for a core structure and constitution in society, they have learned to make life up as they go along.

4. They have developed an open and nondefensive style of discussion and conversation. Thye can be forthright and feel comfortable with a very frank discussion. They welcome and use feedback about their behavior.

5. They are aware of their own needs and motivations and know the difference between their personal needs and the needs of the situation.

6. They have understanding of mature leadership and help. The are concerned with helping people help themselves.

7. They have a clear understanding of the total institutional crisis.

8. They are change agents in society.

NETWORKING

The concept of "network" has been popular since J.A. Barnes used it to analyze social relations in a parish in western Norway. He defined a network as "a set of points, some of which are joined by lines. The points of the image are people or sometimes groups, the lines indicate which people interact with each other. We can think of the whole of social life as generating a network of this kind."

A network is defined, therefore as a totality of all units by a certain type of relationship. A network has definite boundaries and is not egocentric. It subsumes all the activity fields of the constituent units; or to turn this around, the activity field of each unit encompasses some portion of the total network.

Sarason and Lorentz, in their text entitled The Challenge of the Resource Exchange Network, present the following core features of the network concept:

1. Any individual has varying degrees of connectedness with many other people.
2. The basis of this connectedness will vary.
3. These other people may or may not be connected with each other but those connections can be increased.
4. In the same way, through these other people, the individual's connections can be increased.
5. The individual's knowledge of the scope or his/her connections is less (usually a good deal less) than that of an "outsider" mapping the individual's connections.

A resource exchange network is a voluntary, loose association of heterogeneous individuals willing to consider says whereby each is willing to give and to get needed resources from others, to seek to increase the number and diversity of participants, to place no restrictions on the substance of foci of exchanges, and to resist putting considerations of exchange and planning under the pressure of funding and the calendar.

Just as advocating requires that an individual possess certain skills to be effective, professionals in the field also have identified those personality, style and characteristics which an individual needs to possess to contribute sucessfully to the idea of networking. These include:

HANDOUT #8

THE CFK LTD. SCHOOL CLIMATE PROFILE

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REVISED 8/83 for Hawaii Integration Project

I am a:

___Student ___Teacher ___Parent ___Secretary, custodian, or other staff member

___Administrator ___Superintendent, Educational Specialist, or other administrator

PART A
GENERAL CLIMATE FACTORS

(Put applicable number in each square.)

	WHAT IS:				WHAT SHOULD BE:			
	1 Almost never	2 Occasionally	3 Frequently	4 Almost always	1 Almost never	2 Occasionally	3 Frequently	4 Almost always
RESPECT:								
1. In this school, low achieving students are treated like all other students.			☐				☐	
2. Teachers treat students as individuals.			☐				☐	
3. Parents are considered by this school as important collaborators and sought out for their input.			☐				☐	
4. Teachers from one subject area or grade level (e.g./Special ed./regular ed.) respect those from other areas.			☐				☐	
5. This school repects differences among students (e.g. minorities, special ed.) by providing equal access to learning opportunities, extra curricular activities and meaningful interactions betweeen all students.			☐				☐	
TRUST:								
1. Students feel that teachers are "on their side."			☐				☐	
2. While we don't always agree, we can share our concerns with each other openly.			☐				☐	
3. Our principal is a good spokesperson before the superintendent and the board for our interests and needs.			☐				☐	
4. Students can count on teachers to listen to their side of the story and to be fair.			☐				☐	
5. Teachers trust students to use good judgement.			☐				☐	

HIGH MORALE:

1. This school makes students enthusiastic about learning.
2. Teachers feel pride in this school and in its students.
3. Attendance is good; students stay away only for urgent and good reasons,
4. Parents, teachers, and students would rise to the defense of this school's program if it were challenged.
5. I like working in this school.

OPPORTUNITY FOR INPUT:

1. I feel that my ideas are listened to and used in this school.
2. When important decisions are made about the programs in this school, I, personally, have heard about the plan beforehand and have been involved in some of the decisions.
3. Important decisions are made in this school by a governing council with representation from students, faculty and administration.
4. All students at this school have some input into decisions made on important issues.
5. When all is said and done, I feel that I have some influence over decisions that are made in this school.

CONTINUOUS ACADEMIC AND SOCIAL GROWTH

1. The teachers are "alive", they are interested in life around them; they are doing interesting things outside of school.
2. Teachers in this schoool are "out in front", seeking better ways of teaching and learning.
3. Students say that the school program is meaningful and relevant to their present and future needs.
4. The principal is growing and learning, too. S/he is seeking new ideas

COHESIVENESS:

1. Students would rather attend this school transfer to another.
2. Different sub-groups of students and teachers (e.g. new teachers, handicapped students) are included in school activities and made to feel a welcomed member of the group.
3. Administration and teacher collaborate toward making the school run effectively, there is little administrator-teacher tension.
4. Differences between individuals and groups (both among faculty and students) are considerend to contribute to the richness of the school, not as divisive influences.
5. I have the opportunity to work/play with many different kinds of students in this school.

School Renewal

1. When a problem comes up, this school has procedures for working on it; problems are seen as normal challenges, not as "rocking the boat."
2. Teachers are encouraged to innovate in their classroom rather than to conform.
3. When a student comes along who has special problems, this school works out a plan which helps that student.
4. Students are encouraged to be creative rather than to conform.
5. Careful effort is made, when new programs are introduced, to adapt them to the particular needs of this community and this school

Caring:

1. There is someone in this school that I can always count on.
2. The principal shows his/her care for students by advocating for their social and academic needs in the school.
3. People in this school show they care about me as a person, not just how well I perform my role (as student, teacher, parent, etc.)

4. School is a nice place to be because I feel wanted and needed there. ☐ ☐
5. People at this school are kind to those who are different from them. ☐ ☐

PART B

PROGRAM DETERMINANTS

ACTIVE LEARNING

1. Required textbooks and curriculum guides support rather than limit creative teaching and learning in our school. ☐ ☐
2. Students help to decide learning objectives. ☐ ☐
3. Opportunities are provided under school guidance to do something with what is learned. ☐ ☐
4. Teachers are actively learning, too. ☐ ☐
5. This school's program stimulates creative thought and expression. ☐ ☐

INDIVIDUALIZED PERFORMANCE EXPECTATIONS

1. Each student's special abilities (intellectual, artistic, social, manual) are challenged. ☐ ☐
2. Teachers use a wide range of teaching materials and media. ☐ ☐
3. The same homework assignment is not given to all students in the class. ☐ ☐
4. All students are not held to the same standards. ☐ ☐
5. Teachers know students as individuals. ☐ ☐

VARIED LEARNING ENVIRONMENTS

1. Many opportunities are provided for learning in individual and small group settings, as well as in classroom sized groups, ☐ ☐
2. Students have opportunity to choose associations with teachers whose teaching styles are supportive of the student's learning style. ☐ ☐
3. Students have opportunities to learn with and from students of all ages, backgrounds and ability levels. ☐ ☐
4. The school program extends into settings beyond the school building for most students. ☐ ☐
5. Teachers and administrators have planned individualized inservice education programs to support their own growth. ☐ ☐

FLEXIBLE CURRICULUM AND EXTRACURRICULAR ACTIVITIES		
1. The school's program is appropriate for ethnic, monority and handicapped groups.	☐	☐
2. Extra curricular activities at this school are designed to encourgae handicapped students to participate to their maximum abilities.	☐	☐
3. Students are given alternative ways of metting curriculum requirements.	☐	☐
4. Teachers are known to modify their lessons plans on the basis of student suggestions	☐	☐
5. Extracurricular activities are attended by various subgroups of students at this school.	☐	☐
SCHOOL AND STRUCTURE APPROPRAITE TO LEARNER"S MATURITY		
1. The school s program encourages stude s to develop self-discipline and initiative.	☐	☐
2. The needs of a few students for close supervision and high structure are met without making those students feel "put down."	☐	☐
3. The administration is supportive of students.	☐	☐
4. The administration is supportive of teachers.	☐	☐
5. Faculty and staff want to help every student learn.	☐	☐
RULES COOPERATIVELYDETERMINED:		
1. The school operates under a set of rules which were worked out with students, teachers, parents. and administration all participating.	☐	☐
2. Rules are few and simple.	☐	☐
3. Teachers and their students together work out rules governing behavior in the classroom.	☐	☐
4. Discipline (punishment) when given is fair and related to violations of agreed upon rules.	☐	☐
5. Most students and staff members obey the school's rules.	☐	☐
VARIED REWARD SYSTEMS:		
1. The grading system rewards each student for his efforts in relationship to his own ability.	☐	☐
2. Students know the criteria used to evaluate good teaching.	☐	☐
3. Teachers are rewarded for exceptioanlly good teaching.	☐	☐
4. The principal is aware of and lets staff members and students know when they have done something particular.	☐	☐
5. Most students get positive feeback from faculty and staff.	☐	☐

PART C
PROCESS DETERMINATNS

PROBLEM SOLVING ABILITY:

1. Problems in this school are recognized and worked upon openly, not allowed to slide.
2. If I have a school related problem, I feel there are channels open to me to get the problem worked out.
3. People in this school do a good job of examining a lot of alternative solutions first, before deciding to try one.
4. Ideas from various ethnic and minority groups (parents and community) are sought in problem-solving efforts.
5. People in this school solve problems; they don't just talk about them.

IMPROVEMENT OF SCHOOL GOALS

1. This school has set some goals as a school for this year and I know about them.
2. I have set some personal goals for this year related to school, and I have shared these goals with someone else.
3. Community involvement is sought in developing the school's goals.
4. The goals of this school are used to provide direction for programs.
5. The goals of this school are reviewed and updated.

IDENTIFYING AND WORKING WITH CONFLICT

1. In this school people with ideas or values different from the commonly accepted ones get a chance to be heard.
2. There are procedures open to me for going to a higher authority if a decision has been made that seems unfair.
3. This school believes there may be several alternative solutions to most problems.
4. In this school the principal tries to deal with conflict constructively, not just "keep the lid on."
5. When we have conflicts in this school, the result is constructive, not desctructive.

COMMUNICATION

1. Teachers feel free to communiate with the prinicapl. ☐ ☐
2. I feel the teachers are friendly and easy to talk to. ☐ ☐
3. The prinicpal talks with us frankly and openly. ☐ ☐
4. Teachers are available to students who want help. ☐ ☐
5. There is communication in our school between different groups, older teachers and younger ones, well-to -do students and poorer ones, black parents and white parents, etc. ☐ ☐

INVOLVEMENT IN DECISION MAKING

1. Teachers help in selection of new staff members, ☐ ☐
2. Parents help to decide about new school programs. ☐ ☐
3. Decisions that affect this school are made by the superintendent and the central staff only after opportunity has been provided for discussion and input from the school's principal, staff and students. ☐ ☐
4. I have influence on the decisions within the school which directly affect me. ☐ ☐
5. The student government makes important decisions. ☐ ☐

AUTONOMY WITH ACCOUNTABILITY

1. Teachers, students and parents help to evaluate this school's program ☐ ☐
2. Teacher evaluation is used in improving teacher performance. ☐ ☐
3. Teachers or students can arrange to deviate from the prescribed program of the school. ☐ ☐
4. The principal encourages experimentation in teaching. ☐ ☐
5. Teachers are held accountable in this school for providing learning opportunities for each of their students. ☐ ☐

EFFECTIVE TEACHING-LEARNING STRATEGIES:

1. The teachers in this school know how to teach as well as what to teach, ☐ ☐
2. When one teaching strategy does not seem to be working for a particular student, the teacher tries another; does not blame the student for the initial failure. ☐ ☐
3. This community supports new and innovative teaching techniques. ☐ ☐
4. Inservice education programs avaiable to teachers in this school help them keep up -to-date on the best teaching stragegies. ☐ ☐
5. The school systematically encourages students to help other students with their learning activities. ☐ ☐

ABILITY TO PLAN FOR THE FUUTRE

1. In this school, we keep "looking ahead", we don't spend all our time "putting out fires."
2. Our principal is an "idea" person.
3. Parents and community leaders have opportunities to work with school officials at least once a year on "things we'd like to see happening in our school."
4. Some of the programs in our school are termned "experimental."
5. Our school is ahead of the times.

PART D

MATERIALS DETERMINANTS

ADEQUATE RESOURCES

1. There is sufficient staff in this school.
2. The instructioanl materials are adequate for our school program.
3. Curriculum materials used in this school give appropriate emphasis and accurate facts regarding ethnic and minority groups, handicapped people and sex roles.
4. Resources are provided so that students may take advantage of learn ng opportunities in the community through field trips, work-study arrangements, etc.
5. Current teacher salaries in this community give fair recognition of all levels of profess onal service rendered by teachers to the community.

SUITABILITY OF SCHOOL PLANT:

1. It is pleasant to be in this school, it is kept clean and in good repair.
2. This school building has the space and physical arrangements needed to conduct the kinds of programs we have.
3. The buildings and classrooms at this school are physically accessible to handicapped people.
4. The grounds are attractive and provide adequate space for physical and recreational activities.
5. Railings, markings and other aids for handicapped people to move from one place to another have been added to the campus grounds.

PROBLEM SOLVING SEQUENCE

STEP 1 - IDENTIFYING THE PROBLEM

The most effective problem statements are references to actual instances observed or encountered on the school campus.

STEP 2 - ANALYZING THE PROBLEM

Using the concept of "force field analysis", restraining (resisting) forces and facilitating (driving) forces can be identified. Resisting forces work against change while driving forces work for change. These forces can be people, finances, external factors, psychological or interpersonal factors. The goal of force field analysis is to discover those factors that can reduce or eliminate resisting forces.

STEP 3 - GENERATING MULTIPLE SOLUTIONS

Using the technique of brainstorming, ways to reduce the strength of each major resisting force and to increase the strength of driving forces are explored. At this point the utilization of others concerned with the problem is crucial for creative brainstorming.

STEP 4 - PLANNING FOR ACTION

The procedures in this step include:

a. Choose the best ideas
b. Choose the best people to expedite the action plan
c. List materials, other resources needed
d. Establish a time sequence with an estimate of specific dates for the actions to occur
e. Periodically evaluate the progress you are making
f. Prepare to revise and specify dates for review

STEP 5 - FORECASTING THE CONSEQUENCES OF INTENDED ACTIONS

It is important to be prepared for stumbling blocks, unexpected resistance to change and the need to be able to meet these contingencies with well planned and thoughtful action.

STEP 6 - TAKING ACTION

Do not delay the first step of action.

STEP 7 - EVALUATE ACTIONS

Review the program as each plan occurs and make modifications or changes if necessary.

HANDOUT # 10a

STEP 1 - IDENTIFYING THE PROBLEM

PROBLEM STATEMENT #1 - _____

_____

PROBLEM STATEMENT #2 - _____

_____

PROBLEM STATEMENT #3 - _____

_____

STEP 2 - ANALYZING THE PROBLEM: FORCE FIELD ANALYSIS

CURRENT STATE OF AFFAIRS

(DRIVING) FACILITATING FORCES	(RESISTING) RESTRAINING FORCES
→	←
→	←
→	←
→	←
→	←

GOAL IS:

→	←
→	←
→	←
→	←
→	←

HANDOUT # 10b

STEP 3 - GENERATING MULTIPLE SOLUTIONS

1. _____

2. _____

3. _____

4. _____

5. _____

STEP 4 - PLANNING FOR ACTION

a. Best ideas

b. Best people

c. Materials/Resources needed

d. Time Sequence

HANDOUT #10c

STEP 5 - FORECASTING CONSEQUENCES OF INTENDED ACTIONS

THINGS THAT MAY GO WRONG

A. _____

B. _____

C. _____

D. _____

E. _____

INDIVIDUALS DIRECTLY AFFECTED

A. _____

B. _____

C. _____

D. _____

E. _____

ANTICIPATED BARRIERS FROM ENVIRONMENTAL SOURCES

A. _____

B. _____

C. _____

D. _____

E. _____

HANDOUT #11

NON-CONTACT TIME ASSIGNMENTS

1. Complete the problem solving sequence which you started during this module presentation.

Possible 30 points

AND

2. Administer the CFR scale to representative school members and analyze the group and sub-group results. Use the problem solving sequence and develop a plan of action with the results of this CFK Scale.

OR

3. Analyze the attached case study. (Handout #11a)

Possible 70 points

HANDOUT #11a

ANALYZING THE CASE STUDY

In analyzing this case study you should keep the following considerations in mind:

a. Who (What roles) are involved?
b. Who (What roles) are affected by this situation?
c. Who (What roles) are making the decision?
d. Who (What roles) should be involved in the decision making to improve the situation?
e. Given your model of school climate, what needs, climate measures, and determinants are most dominant in this situation?
f. What are the critical needs appearing in the situation? What is (are) the central problem(s).

Assignment

1. Restating the Problem
   a. List all of the symptoms appearing in the case study.
   b. State the causes of the symptoms.
   c. Given your model of school climate, re-state the problem.

2. Climate Determinants
   a. List which determinants are causing these problems.
   b. List who is not involved but should be.
   c. List who is in control and whether they should be or not and why.

3. Solutions
   a. Come up with at least 3 solutions to the problem.
   b. State how these solutions relate to the climate determinants.
   c. Explain how these solutions will meet needs more effectively.
   d. Explain how these solutions will fit with the general trends towards integrating severely handicapped and non-handicapped students in public education.

HANDOUT 11a

CASE STUDY

Principal John Kealoha speaking:

Three months ago, Ed Chin met with me to suggest that his special education class would benefit from the music classes offered to regular education grades 4-6 at our school (Makapuu Elementary). He requested that, starting in the Spring semester, his seven students (aged 9-12) be allowed to attend music instruction with one of the fifth grade classes, on a weekly basis. When I asked Ed if he believed that his students would gain more music exposure through the "music instruction" than through his self-contained classroom, he indicated that not only would his students benefit from the expertise of the music teacher, but "interactions with regular education students on a programmatic basis would provide another integration opportunity for my students to develop social interaction skills". Since his explanation was reasonable, I agreed to Ed's request, and told him that I would talk with the district music teacher the next time she was on campus about arrangements. I suggested to Ed that in the meantime, he might want to poll special ed teachers at their next faculty meeting to find out if other teachers would be interested in having their students also participate in the music activity.

A few days later I ran into Mrs. Steimmann, the district music teacher and relayed Ed Chin's interest in brining his students to one of her 5th grade music classes. I was somewhat surprised by her reluctance. She said that several years before I assumed the principal's position at Makapuu (I have now been here 11 months), it had been decided that because of the vast differences in physical and mental abilities between regular education and SPED students, SPED students would not be included in music instruction, but would in their own classes recieve music instruction. She was also concerned,

she said, about the amount of attention and this, level of discipline, that could be given to each student group within the same music class. I assured her that Mr. Chin and his aid would be present in the classroom during instruction. While Mrs. Foster seemed somewhat reassured by thisguarantee, she was still hesitant. As she put it, "I'm not sure what I'll be able to train them to do. And, the normal children might make fun of the others." After thinking about this for a moment, I told Mrs. Foster that I would make sure that the 5th grade selected would recieve some preparation from their teacher. She suggested Mr. Padilla's class because it was a well-disciplined class, responsive 5th grade. I told Mrs. Foster that I would contact Mr. Padilla to make the arrangements.

Another week passed. Ed Chin came by briefly to tell me the results of polling other special ed teachers on integrating the music instruction course. "Feelings were mixed," Ed said. "Some teachers are very enthusicastic about it, but a few are very hesitant." He explained that four teachers cited the difficulty in transporting their classes from the special education wing all the way to the center of the school, where the music room is located. Since our school grounds meet accessiblity standards for handicapped students, it was unclear to me why transportation would pose a problem. At Ed's suggestion, I decided to meet with all the special ed teachers at their next meeting to discuss logistics.

In the meantime, I spoke with Ron Padilla at the end of the regular ed teacher's meeting and mentioned to him that we were thinking of opening music instruction to the SPED children and would it be OK with his class to be the one. Ron seemed perfectly comfortable with that and agreed to spend a few minutes with his class telling them about the addition of handicapped children to their music activity.

On the following Thursday, I met with the special ed faculty to discuss arrangements for integrating their students into "music instruction". During this session, Mrs. Fukumoto, one of the teachers originially reluctant to include her studnets, stated that after recess and lunch, moving her studnets a third time in a day was tiring and disruptive. She suggested that the district music teacher meet with 2 combined SPED classes in the SPED "common" room to provide music activities. However, several SPED teachers rejoined that a weekly integrated music class offered special education children the opportunity to work with regular education students in the classroom and was well worth the additional effort involved. Since the split opinion seemed unresolvable, the special education faculty and I agreed that "music instruction" would be voluntary for SPED classes, contingent on the SPED teacher's decision. We decided that Ed's class would try it out in 2 weeks, just before Christmas vacation, and assuming everything went well, could expand to other SPED classes during the Spring semester.

Later I called Mrs. Foster and Ron Padilla and told them to expect Ed Chin, his aid and his students in 2 Wednesdays. Ron said he would talk to his students, and Mrs. Foster said she would modify her curriculum for that day to include activities for both groups.

Thursday afternoon following the music instruction activity, Ed Chin came by my office, visibly upset. He said that Mrs. Foster placed all of Ed's students in the very front of the room, "So my kinds had no opportunity to interact with the regular ed students, and she did not know that only 2 of my students were verbal."

Ron Padilla walked in while Ed was present and agreed that the class did not go well. He reported that while his students behaved acceptably, they were unusually inactive that day. Also, he said, "They asked a lot of questions

about handicapped kids that I just couldn't answer. It was frustrating for me".

To make matters worse, Mrs. Foster called the next morning to report that she could not work with SPED and regular ed students at the same time. The SPED children couldn't sing the songs she taught, and while some worked well on the musical instruments, a few were unable to do anything. She said she was willing to work with them separately but not as an entire group.

I told everyone involved that we would discuss these concerns when school resumed after the holidays. But before the day ended, a parent of a regular ed student called to ask why SPED children were in her daughter's music class on Wednesday. She was not opposed, she indicated, but she thought SPED was a separat3 school on Makapuu grounds.

At this point, I realized that our school had a lot more ground work to cover before we could integrate special and regular education programs. We brought students together through this activity, but at the expense of faculty morale.

Between Cliff-Hanger And Climax

ROBERT J. LINDSTROM

In Webster's Seventh New Collegiate Dictionary, "climate" comes somewhere between "cliff-hanger" and "climax." The appropriateness of this placement can only be appreciated by those who have grappled with the "how to" of establishing a productive and satisfying work climate. Like marriage, good climate requires careful thought before embarking and constant dialogue for continuance.

The private sector has provided a wealth of information on how to establish and maintain effective working environments for management and employees. The problem faced by educational practitioners is that we are usually fending off alligators when we should be reading the blueprints on how to drain the swamp.

For purposes of this article, climate is defined as an organizational state of mutual trust, personal satisfaction and common purpose. This state produces a climate or environment which cannot be seen as much as it is felt by the participants.

The feeling of being manipulated by an unseen "they" seems to diminish an individual's commitment. The informal norm becomes a game of maintaining a sort of sophisticated non-involvement, like spectators at a chess tournament. The impact of improving the management climate can change the management perception of being terrorized by a plethora of "they's" to a real feeling that "we are they." A mature organizational climate is an effective tool in facilitating organizational success.

There are some successful techniques for providing a productive work environment. The list of activities are related to successful activities proven in actual practice. Here is a simple outline with some specific examples which can be used by local practitioners.

The steps listed are in a general sequence. This sequence is not absolute, nor are all the steps necessary. Each situation carries with it a unique set of variables.

Experience shows there are three basic "cliff-hanger" stages for organizations or individuals seeking improved climate. Where are you?

The Wringing-hands Period: Every administrator at one time or another has closed the office door and retreated to that haven of mental strength — self-pity. Nobody out there loves me. The staff is lethargic and unresponsive. The board or superintendent is unimpressed, and your secretary has been coming late and leaving early. What to do? This is the wringing-hands stage, and I feel it is the best motivation for establishing a new climate. If you aren't happy with the way it is now, changing can only be a pleasant challenge. If you have been in the wringing-hands stage for sometime, don't feel alone. Most of us have thought seriously about going into real estate. At this stage, you have nothing to lose. Before indulging in your "first of the day" self-pity session, read on.

Do Something Period: Perhaps you have passed from wringing hands to hopelessly staring out your window. Clean your air . . . start getting your own climate in gear. Take some action! One action which can be satisfying as hell is to change your letterhead to more clearly reflect what you want of the organization. Sounds corny, but the therapeutic value of evaluating and redesigning your letterhead can give you a completely new perspective and telegraph this perspective to the rest of the team. Once you have redesigned it, get it printed up. If budgets are tight, pay for it yourself. You deserve it!

The Planning Period: Once you have committed some visible act which signals a windshift to the troops, you are ready to move to the plan. What do you want to accomplish? Each situation is unique and a plan must begin with assumptions based on these differences. Where do you want to be in six months or a year? Developing sound climate doesn't come overnight. It may take as long to achieve your wished-for climate as it did to get it into its present state. Build a plan that has identifiable and realistic outcomes. It is not necessary to put these outcomes in sophisticated behaviorial terms. If you want your staff to respect each other by listening to each other's ideas, say no. Simple descriptions help everyone see where they are going. Do not use the pedological camoflage of big words and obscure meaning.

Following are six suggestions for developing a positive organizational climate. Each represents activities that have worked for people in the field.

1. *Organizational Obstetrics.* Organizations have a birth, a life and a death. They are established for a purpose and continue until that purpose is over and usually a little longer. Every group needs to eventually regroup, renew and for all intents be reborn. To establish a suc-

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cessful climate usually necessitates the rebirth of the organization. This may be as simple as stating new goals or as difficult as replacing personnel. The key point is that the participants need to be aware that a change is taking place and that there will be some new and different expectations. All of us have been in organizations that have gone stale. It seems as though the ritual continues with tenacious ability. It is difficult to change from the safety of the known and familiar to the unknown and unfamiliar. This may be the most difficult part of establishing an effective climate. The very people who are most in need of change and renewal may be the most resistant to change. Before becoming too despairing with this unwillingness, remember your resistance to such social changes as long hair, mod clothes and employee unions.

2. *Building a History.* It isn't real till it can be remembered! Perhaps philosophers can argue the efficacy of this statement, but for management climate it has some impact. A key component in the development of group climate is the establishment of personally satisfying experiences with the group. These experiences are reinforced and built upon in subsequent actions, and the accumulated effect provides the foundation for maintenance of a satisfying climate. The use of pre-school management retreats is widespread. Normally, these retreats are overburdened with agenda ministrivia primarily to justify to the participants and the folks back home that it is real "work." I submit that the single most important outcome of a management retreat is the social interaction which forms a glue for future performance of the group. The major portion of the agenda should be focussed on developing relationships and ground rules for the future actions of the group. The need for cohesiveness in January can be crucial for the continued success of the enterprise. This cohesiveness will be present if a historical trail of visible cohesive activities has been internalized by the individuals in the group. The pre-school retreat may have no other product than a warm glow of comraderie. If this is accomplished, it establishes a historical milestone shared by all.

3. *Building Trust.* Trust is an elusive concept felt more than seen. Trust for me is simply knowing that an individual's actions toward me are real and are the same as mine toward him. This doesn't mean agreement, lack of hostility, or love. It means that you can act on what a person says with assurance that your perception is accurate. Many love affairs never begin because neither of the erstwhile lovers was willing to take the first step. To develop trust and a relationship of trust, someone has to take the first step, and that is you. You don't have to personally like a person to trust him or her, although it helps. To build organizational trust requires a degree of reality testing. By this I mean a continued increase in personal vulnerability, the opening up and sharing of personal rather than technical feelings with a person. This can be addressed through some management training exercises. One such exercise is a trust-building series, which when done by a competent trainer can increase the understanding of trust and its group function. It consists of the following:

> A typical group setting of 10 to 20 participants seated in a circle. (a) Each person in turn shares her complete name, first, middle and last; and her nickname between the ages of 5 to 15. This usually is very interesting, especially for groups that have worked together for some time. (b) Next, following the same process, each person identifies his happiest and saddest experiences in childhood or early adulthood. Through this discussion, each will find common experiences – raised on a farm, pet dog died, etc., which brings them personally closer together and provides a foundation for developing a trusting relationship. Using the childhood years maintains a great enough degree of insulation so a person need not have to feel threatened.

This same kind of activity can be done informally through rap sessions. Once a group has begun the social sharing, a better rapport can develop, leading to increased trust.

4. *Communications.* The term "increase communications" is often expressed as a need. This has led in many cases to frenetic efforts to increase the velocity and volume of superficial and meaningless information. Communications like trust needs careful nurturing. The lack of it many times represents a dissatisfaction with the content not the amount. In developing a working climate, the quality of the communications is paramount. One way of increasing the quality is to set some ground rules. The ground rules may be very simple. One principal has a series of signs placed on the walls of the teachers' lounge. Statements like: "Everybody's ideas are important. Listen." "Have you complimented someone today?" and "A thank you can make a day."

5. *Reinforcement.* Regular reinforcement of the group is necessary to maintain a successful climate. A lecture at the beginning of the year doesn't do it. For a management team, regular meetings are essential to practice and review the group's progress. The group has to have a time to visibly be a group. There is nothing wrong with regular meetings. Meetings can provide an open forum for dialogue. They can provide a vent for the pressures that arise in the field. A comraderie can be beneficial for sharing war stories with your fellow

(Continued in page 14)

Between Cliff-Hanger

(Continued from page 7)

comrades. Too often, the sterility of meetings allows for no social renewal. Informality can foster greater cohesiveness. I might add that it does not foster quiet "Robert's Rules" meetings. The complaint that meetings take up a great deal of time with no real results is valid, if "results" is the purpose of the meeting. If you need results, set up a meeting to deal only with that problem.

One successful technique is to place the burden of the agenda on the participants. Every member of the group has an obligation to use the meeting by submitting agenda items. I have found that a two-part meeting works for me. The first part is the formal agenda. Each participant contributes items for the agenda which he or she feels has implications for the entire group. These items are addressed first. Each member is responsible for attending the meeting through the agenda items. Following the agenda, each individual is free to leave. The second part of the meeting is an informal around-the-table discussion of any items which may have come up or be of interest. Usually, three quarters of the group will stay for this informal rap session. Much of the renewal and ongoing course corrections for the group's "climate" takes place at this time.

6. *Pride.* Pride in being a part of something has been used as a tool to motivate since people wrote on stones. The Marines have pride in the Corp, Harvard has pride in its alumnus, and the blood pressure rises just a little when a visitor from New York complains about anything in California. Pride is a powerful tool and has shown to be an intricate ingredient in developing climate. How to develop pride can be an exercise in frustration or a euphoric high. To develop pride, it is essential to do something and have some reaction from some creditable source. One principal had his superintendent send personal letters to the staff, thanking them for their efforts in developing a reading continuum. The letter became the catalyst for ownership of a unique status. In the classic management case of a worker inventing a new tool to speed up production, the question became one of who owned the tool — the worker who invented and tested it, or the company who employed her. I submit that in education, we should be seeking out the "new tools" being developed and recognize their creators. By so doing, pride in being a part of the action can be enhanced. By involving each participant in owning a piece of the action, a commitment to the results is much more personal.

There are many other components of a successful management climate. My experience has been that a few simple concepts which can be articulated and reinforced are of great help in getting started. The road from cliff-hanger to climate can be long, but the results can be the difference between career satisfaction or a feeling of continued low-level frustration. □

HANDOUT #13

PREFACE

Traditionally, schools have attempted to create learning environments which have been responsive to the changing structures in education and which manifested an awareness of major social concerns present within society. Schools should exist as centers of learning based upon the values of self-actualization and intellectual curiosity. When schools are places where people can live together without fear of each other, and learning can be based on a creative exchange of experience and ideas, then there is a chance that those who go from schools to other places in our society will have an increasing desire to live what they have learned.

Many attempts to realize these beliefs over the past decade or two have resulted in efforts to change structure; that is, to form different kinds of organizational patterns to facilitate the beliefs stated above. The large majority of these efforts have resulted in failure. Failure because they did not place the primary emphasis upon the individual. Every student is, before anything else, a person. Each person brings to the school something unique, and consequently, each school will be enriched for being an aggregate of these individual personalities. Moreover, being an individual, he or she will be capable of an intellectual, social, and moral growth, which is particular to himself or herself, yet, guided and assisted by the school's environment.

A positive school climate is both a means and an end. A good climate makes it possible for important goals, such as academic learning, social development, and curriculum improvement to be worked toward productively.

It also makes school a good place to be, a satisfying and meaningful situation in which both adults and youth care to spend a substantial portion of their time.

How is a positive school climate developed? Several viewpoints follow.

JAMES T. TUNNEY

3

School Climate— What's It All About?

JAMES J. TUNNEY

If you were to walk into a school building and try to gain a sense of its prevailing climate, what would you look for? Along what lines would you assess its positiveness or negativeness?

CADRE (The Collegial Association for the Development and Renewal of Educators) suggests you look for at least eight factors which comprise the school's climate and determine its quality. They result from an interaction of the school's programs, processes and physical conditions. Ideally, there should be evidence of:

Respect. Students should see themselves as persons of worth, believing that they have ideas, and that those ideas are listened to and make a difference. Teachers and administrators should feel the same way. School should be a place where there are self-respecting individuals. Respect is also due to others. In a positive climate there are no put-downs.

Trust. Trust is reflected in one's confidence that others can be counted on to do what they say they will do. There is also an element of believing others will not let you down.

High Morale. People with high morale feel good about what is happening to them and to their school.

Opportunities For Input. Not all persons can be involved in making the important decisions. Not always can each person be as influential as he or she might like to be on the many aspects of the school's programs and processes that affect him or her. But, every person cherishes the opportunity to contribute his or her ideas, and know they have been considered. A feeling of lack of voice is counter-productive to self-esteem and deprives the school of that person's resources.

Continuous Academic and Social Growth. Each student needs to develop additional academic, social and physical skills, knowledge and attitudes. Educators, too, desire to improve their skills, knowledge and attitudes in regard to their particular assignments within the school district and as cooperative members of a team.

Cohesiveness. Members should feel a part of the school. They want to stay with it, and have a chance to exert their influence on it in collaboration with others.

School Renewal. The school as an institution should develop improvement projects. It should be self-renewing in that it is growing, developing and changing rather than following routines, repeating previously accepted procedures and striving for conformity. If there is renewal, difference is seen as interesting, to be cherished. Diversity and pluralism are valued. New conditions are faced with poise. The "new" is not seen as threatening, but as something to be examined, weighed, and its value or relevance determined.

Caring. Every individual in the school should feel that some other person or persons are concerned about him as a human being. Each knows it will make a difference to someone else if she is happy or sad, healthy or ill. Teachers should feel that the principal cares about them even when they make mistakes or disagree. And the principal should know that the teachers, at least most of them, understand the pressures under which he or she is working and will help if they can.

The "founding fathers" of the positive school climate movement allowed for its growth. They encouraged new ideas and new factors. At the January 1976, CADRE Conference, three additional climate factors were introduced that describe the work ethic. Now, when you start describing work ethics, people get very nervous. One of the goals of schools is to prepare students for the future which includes the ability to work. If there is worth to work, and certainly there is, the factors that should be included are:

Craftsmanship. How do you feel about the quality of your output? Over the years the most respected people were those who took care and pride in their work. They worked, and reworked, their product until it was "the best that they could do." They were true craftspersons.

Responsibility. Do you feel a sense of obligation to your fellow students, to your teachers or your parents? This can also be applied to any occupation by asking: Do you feel a sense of obligation to your fellow workers, to your employer, or to the consumers who will eventually purchase the goods or services you produce? We "talk" a lot about responsibility, we "preach" responsi-

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bility to students, but do we really give young people chances to be responsible?

Commitment. Do you keep the agreements you make with other people? It is easy in today's ever-changing, fast-moving society to be "uncommitted." Setting goals and seeking goals seems a bit antiquated to today's "jet set." It appears to be easy for people to "slip out of" their commitments. Yet, a positive school climate ought to be based on people keeping their agreements with each other.

If a person can do these three things, be a *true craftsman*, have *some responsibility* and a *sense of commitment*, he or she is a pretty worthy person.

Additional climate factors to be included in an ever-growing list ought to include:

Integrity. Dr. Ron Brown, University of Minnesota, defines integrity as people who are either "straight-liners" or "loopers." He says, ask a straight-liner a question and you get a straight answer. Ask a looper a question and you don't get a direct answer. It doesn't mean that "loopers" lie, it just means they hold back some of the truth. Getting honest answers from people, e.g., students-from-teachers, is paramount to the operation of a positive school climate.

Reason and Fairness. Relationships with people, especially students in a learning environment, are dependent not only on honesty but on the belief that the authoritarian figure has thought through the problem carefully and weighed all alternatives before making a decision. As one wag said, "Justice always happens to the other guy." It is incumbent upon those in schools to work at being fair to each person and taking the time to help that person (student) believe that she was dealt with fairly.

Empathy. The difference between "good and bad" teachers correlates highly with a teachers' capacity to use their knowledge rather than the knowledge content itself. A high level of empathic understanding makes a positive difference in the classroom. Carl Rogers defines what he calls "empathic understanding" as:

"When the therapist is sensing the feeling and personal meaning which the client is experiencing in each moment, when he can perceive these from "inside," as they seem to the client, and when he can successfully communicate something of that understanding to his client, then this (empathic understanding) is being fulfilled." (Rogers, 1967)

The general thesis is that a teacher's awareness of the students' feelings is an important factor in developing and maintaining a positive classroom climate. The goal, of course, is not merely to make teachers more empathic but to help them to use this empathic understanding as an effective technique in the classroom.

"THE IMPORTANT THING IS THIS –
TO BE ABLE AT ANY MOMENT
TO SACRIFICE WHAT WE ARE
FOR WHAT WE COULD BECOME."
–Charles DuBois

Change is not an easy process. Each of us is comfortable with him/herself when we "attain" what we want. When that level of attainment becomes comfortable, we become secure. Change, therefore, threatens our security, threatens our power and threatens our adjustment. The ethics of the past have taught us that it's important that we are powerful, secure, and God knows it's important to be well-adjusted. The curious paradox to this is that those same secure, powerful, well-adjusted people want to grow – want to get better. In order to do that (grow), however, we have to change; yet, we are threatened by change. The important thing it seems, is to be secure enough to accept change as a friend and not as an intimidating enemy. A positive climate is of prime importance in considering change.

"The climate of an organization is the first and foremost important concern in initiating and sustaining change. People simply do not change in a threatening atmosphere – they become defensive and entrenched. They may change surface behaviors – conform-receive and respond at the lowest level possible and acceptable to the powers that be; but attitudinal change and subsequent behavioral change must be preceded by perceptual change. This implies a willigness to accept new information. It is here that the stage for change is set." (Henry M. Brickell, 1962)

To establish positive climates in our schools is *The Challenge. "The important thing is this: What are YOU doing about meeting that challenge?"* □

NEW LOOK TO *THRUST*

Book reviews and short humorous antidotes about education will now be included in *THRUST*. The Editorial Advisory Board decided to test this new approach this year in hopes of presenting materials that will interest readers.

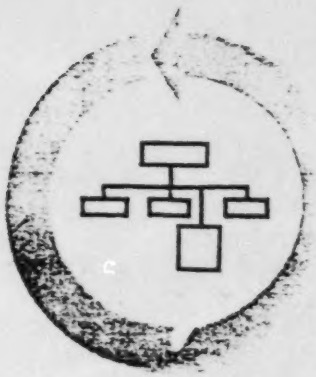
We are now encouraging submissions of those items.

Book reviews should deal with material on education, be not more than two type-written pages, double spaced, and discuss books recently published.

The humor pieces should not be longer than two or three paragraphs and deal specifically with education.

Both can be submitted to Lew Armistead at the Burlingame office, 1575 Old Bayshore Highway, Burlingame, CA. 94010.

HANDOUT #14



Organizational Climate: Prelude to Change

E. DALE DOAK *

SCHOLARS hold that in a dynamic, pluralistic society such as the one in which we live, change is one of the few universals. Institutions such as the public school are creations of society and came into existence to serve a particular or special role.

Current unrest on the campuses of both high schools and universities across the land indicates, among other things, that all is not well with the educational program currently in existence. The questions before us are: "How does one bring about change in an organization, and are there ways and means of bringing about planned, deliberate, rational change by evolution rather than revolution?"

Any significant change in education will be related closely to change in people—teachers, pupils, and administrators. Further, it is suggested that change in perception is basic to behavioral change, change in the way each role incumbent views himself. Basic to all of these concerns is the question, "What is the proper role of the public school in this society?" Many organizational changes are in vogue today, for example, team teaching, nongrading, independent study, flexible scheduling, and computer-aided instruction. However, each of these so-called "trends" is merely an attempt to individualize instruction and will not change a teacher with a limited, traditional perception of his role as the teller, the child's role as a sponge, and the school's role as conveyer of knowledge and the cultural heritage.

The Change Model

A model should be viewed as: (a) a means for synthesis of related parts; and (b) a theoretical basis for decision making.

The model presented in Figure 1 is a synthesis of ideas from social psychology and sociology, as well as the writer's own thoughts. It includes the elements of organizational climate; disequilibrium; input alternatives; selection and adaptation; trial and evaluation; and adoption, rejection, or revision and trial. The latter three phases may well be viewed as somewhat parallel to curriculum planning, curriculum design, curriculum implementation, and curriculum evaluation.

This particular model is essentially concerned with the specific topic of change, however, and does not include the totality of curriculum development. Historical, philosophical, psychological, and sociological considerations would certainly enter into the picture in selection and adaptation, while design factors would be of much concern at this point. The model should be viewed, then, as prelude to full-scale curriculum development.

* *E. Dale Doak, Assistant Dean, College of Education, University of Tennessee, Knoxville*

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Following is a description of each of the categories depicted in the model.

Organizational Climate

The climate of an organization is the first and most important concern in initiating and sustaining change. People simply do not change in a threatening atmosphere—they become defensive and entrench. They may change surface behaviors—conform—receive and respond at the lowest level possible and acceptable to the powers that be; but attitudinal change and subsequent behavioral change must be preceded by perceptual change. This implies a willingness to accept new information. It is here that the stage for change is set.

It appears that climate is often neglected by status leaders in their eagerness to move the organization toward a predetermined goal. To do this is to neglect the fact that organizations are peopled and can accomplish goals only through people. People have needs and ways of disposing of those needs which must be given priority in organizational development. Organizational climate always exists. It is not either absent or present. It is good or bad, open or closed, supportive or not, authoritarian or democratic, perhaps more frequently ambivalent. Regardless of its state, it exists. The task is first to define it and then bring the climate into a state of readiness or openness for the objective examination and selection of alternative approaches. Too frequently status leaders assume that there is a readiness or openness for change, while more often this proves to be a false assumption.

A significant aspect of organizational climate relates to goal formulation. Social psychologists repeatedly have documented that cohesive groups have well defined goals. In fact, by definition groups do not exist in the absence of goals. Without well defined goals there exists only a collection of individuals, perhaps each of whom is spending much effort and energy in meeting individual goals which may either be in conflict or in harmony with other goals. This is not to say that there is not a place in an organization for individual goals. Rather, the implication is that if institutional goals are identified in operational terms, personal and

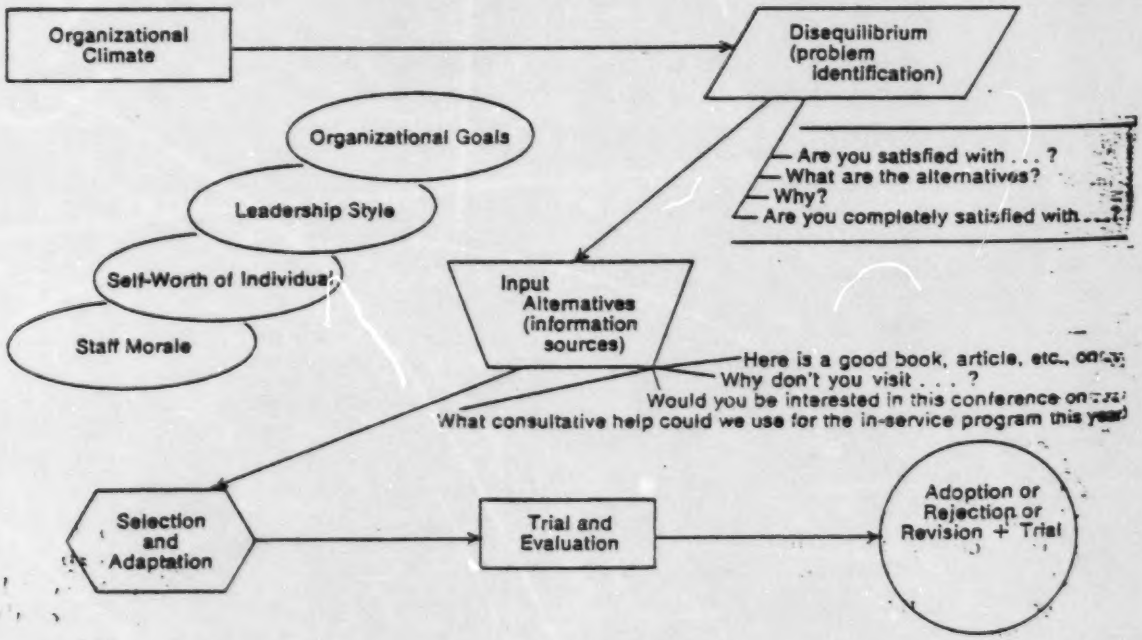
Organizational Climate
Disequilibrium (problem identification)
Organizational Goals
Leadership Style
Self-Worth of Individual
Staff Morale
Are you satisfied with . . . ?
What are the alternatives?
Why?
Are you completely satisfied with . . . ?
Input Alternatives (information sources)
Here is a good book, article, etc., on . . .
Why don't you visit . . . ?
Would you be interested in this conference on . . .
What consultative help could we use for the in-service program this year?
Selection and Adaptation
Trial and Evaluation
Adoption or Rejection or Revision + Trial

Figure 1. Organizational Factors Related to Change

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stitutional needs may be served concurrently. Clearly, the extent to which there is congruence of organizational and individual goals is a direct reflection of the health of the organization.

Leadership is a dimension which is crucial in development of a climate for change or, perhaps better stated, a climate for openness—openness to examine objectively the alternatives. Guba and Getzels [1] suggest that the primary role of a status leader is to bring about a blending of the institution, its roles, and expectations with the individual, his personality, and needs disposition. Such a leadership style denies that organization and individual are natural enemies. It suggests that ultimately organizational goals can best be accomplished through self-actualizing individuals.

Two additional concerns complete the primary ideas related to organizational climate. These two ideas, morale and self-worth of the individual, are closely interrelated. An individual cannot have high morale in an organization unless he feels that he is a worthy, contributing member of that organization. This suggests that roles and institutional expectations toward that role must be made explicit from the outset and that individuals must be allowed the freedom or opportunity to fulfill a role in which he is most competent. Such freedom places the responsibility to become a contributing member of the group clearly in the hands of the individual.

At maturity, self-worth derives essentially from interaction with others, so interactive situations must be abundant. This, together with the fact that persons who are valued members of a group feel much greater cohesiveness for that group, activates the process whereby individual and group goals become somewhat congruent. Cohesiveness results in the openness that can lead to responsible activity in examining alternatives, which eventually produces organizational change. Morale may well be defined as agreement with goals, a positive feeling about institutional roles and expectations, and self-worth. Guba and Getzels [2] add another dimension which they refer to as rationality—the extent to which an individual is in agreement with the means being used for goal attainment.

These factors then determine organizational climate: goal definition, leadership style, morale, and self-worth. They must receive prime attention in planning for change.

Disequilibrium

The emphasis in the climate stage of organizational development is upon people. The emphasis in the disequilibrium stage is upon organizational goals. It is essentially one of problem identification, for out of problems identified come the ideas and commitment for goal setting activities. If the climate has become an open one, then people can candidly identify problems without fear of misinterpretation or reprisal. And problems must be identified in view of established goals. "How well are we doing what we have specified we want to do?" "In what areas are we falling short of the target goals?"

This suggests rather strongly that problem identification comes from goal *evaluation* and this conclusion is essentially correct, as program development progresses. Yet what are the sources of problem identification at the outset? Hopefully, problem identification activates alternative-seeking behaviors. If so, then any point of departure would appear to be appropriate. It is believed that persons tend to follow a "hierarchy of needs" approach, somewhat related to Maslow's ideas, in the identification of problems. That is, a person will first identify as problems those "other" oriented *things*—physical concerns—before he will identify problems related to himself, the program, and the implementation of program.

Perhaps this approach, moving from impersonal to personal concerns, from micro to macro views of problems, may be explained in the same way we would explain the searching, probing, testing of the antenna of the insect. A person may sense that the climate

[1] Egon G. Guba and Jacob W. Getzels. "Social Behavior and Administrative Process." *The School Review* 65: 429; Winter 1957.

[2] *Ibid.*

the organization is such that he may very ...ently search for alternatives. He may want ...collect additional, more objective data in a ...latively non-threatening domain, those ...ther" oriented problems, to substantiate his ...elings. And, as Maslow suggests, until ...ese lower order needs or, in this case, prob...ms are met, moving to higher order needs ...most difficult, if not impossible. The thrust ...this stage, then, is one of helping people ...become uncomfortable with the status quo ...d activated toward establishing direction—...orities—and in seeking alternative modes ...behavior.

Remaining Cycle

...What remains is more typical of the ...eas usually given consideration in the ...hange process. Frequently the climate and ...e disequilibrium stages are omitted or ...iven only incidental treatment. Often the ...tatus leader has identified problems and ...olutions to these problems for the organiza...ion and begins the change process with an ...ttempt to input alternatives. He wonders ...hy this information or these attempts to ...unnel new information into the system fall ...n non-receptive ears.

...What has happened is that he has sup...ied possible answers to questions that do ...ot yet exist in the mind of the practitioner. ...ntil the practitioner feels a need for an...wers, why should he receive information? ...uch information is only a small sampling ...the masses of data that he must continu...lly sift and sort for what is relevant.

...Once need is identified, a rather auto...atic step is the search for alternatives. The ...adership role then is one of helping to iden...y sources of information, making in-service ...ducation possible, and identifying consul...nts and conferences which are concerned ...ith the specific problem(s) under study. ...his is the awareness stage, that is, aware...ess of a wide range of alternatives. The ...eeking of information related to the solution ...a particular problem should not be viewed ...s an attempt to find a tailor-made solution ...ut as a point of departure. Creative activity ...requently results from interaction with the ideas of others. Selection from among alternatives results in creative action, either in choosing the appropriate parts and synthesizing these parts into a composite or in the origination of a completely new concept.

Steps which follow are trial, evaluation, and adoption or revision. Frequently, educational innovations are evaluated in contrast with the traditional approach which has been utilized. The assumption inherent in this approach is that the innovation will do everything done by traditional approach—better, and that it will do other things in addition. Perhaps a superior approach is to evaluate an innovation in light of the specified goals or objectives of the project. Data collected toward this end are then functional for both diagnostic and summary evaluation purposes.

The model described has the unique feature of basic and initially strong consideration for organizational climate. This climate is the cornerstone for educational change. It provides the openness which allows psychological disequilibrium rather than defensive behavior. Without a supportive climate much time and effort will be spent in building high walls of defense, always to view alternative approaches to status quo as the enemy. What is desired instead is an openness and the courage to admit that clear, pat answers to highly complex issues do not now exist.

With this admission comes the challenge to examine other approaches. And in searching lies the excitement of teaching that makes one's pulse pound and tempts one to shout, "Eureka!" Is this the idea that will end the search? Or is this the idea that will open another intellectual door of clarity and insight which leads us still further on a journey which is, perhaps, never ending so long as professional life is with us?

What is your "climate" for change? Can you live with uncertainty? Or does ambiguity "bug" you to the point that you must freeze-in an idea or practice so rigidly that you are not psychologically comfortable enough to periodically submit that idea for examination and appraisal? Can education afford such a luxury? □

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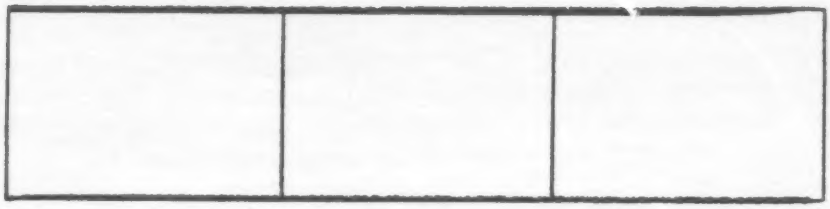
TRANSPARENCY #1

SCHOOL CLIMATE OUTCOMES



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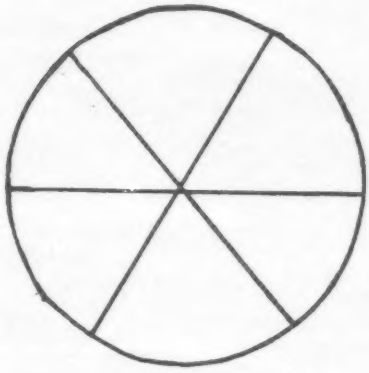

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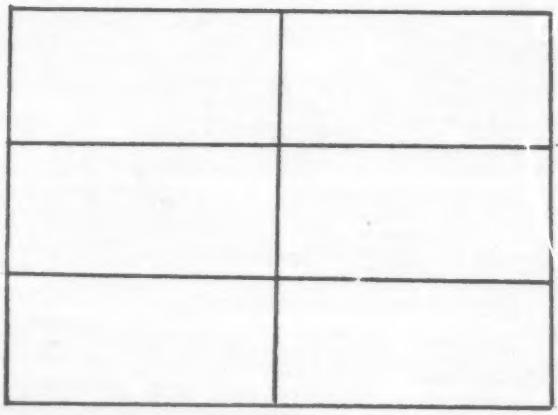
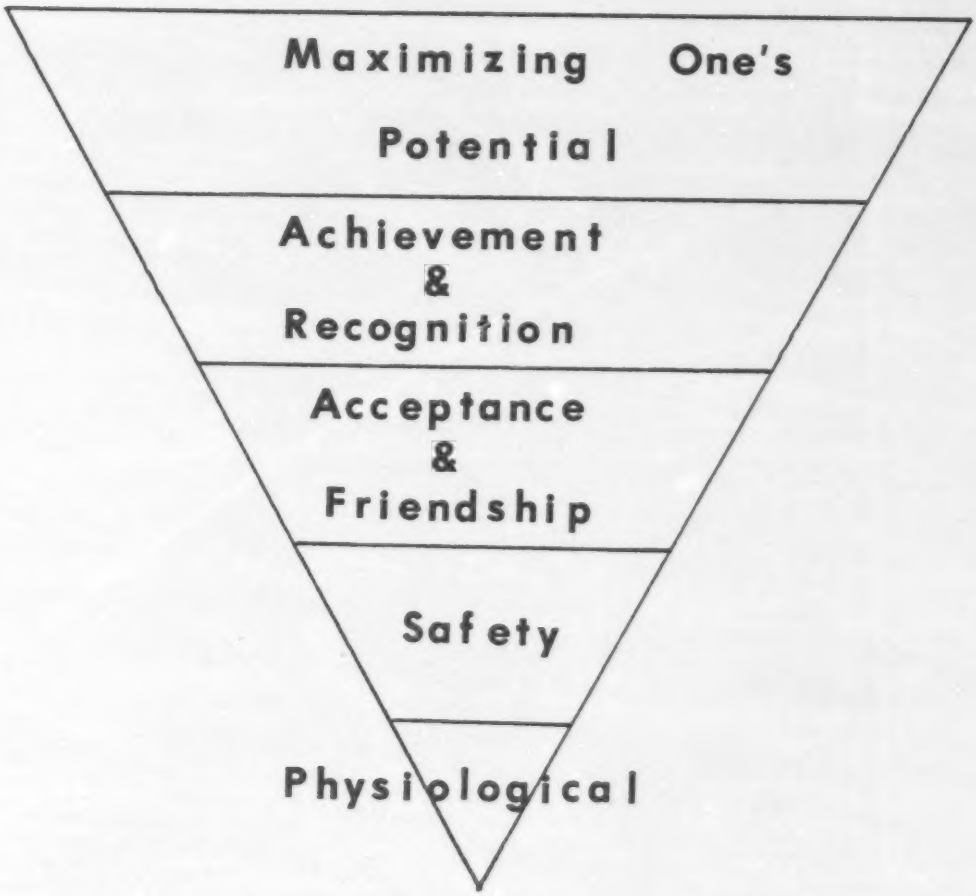


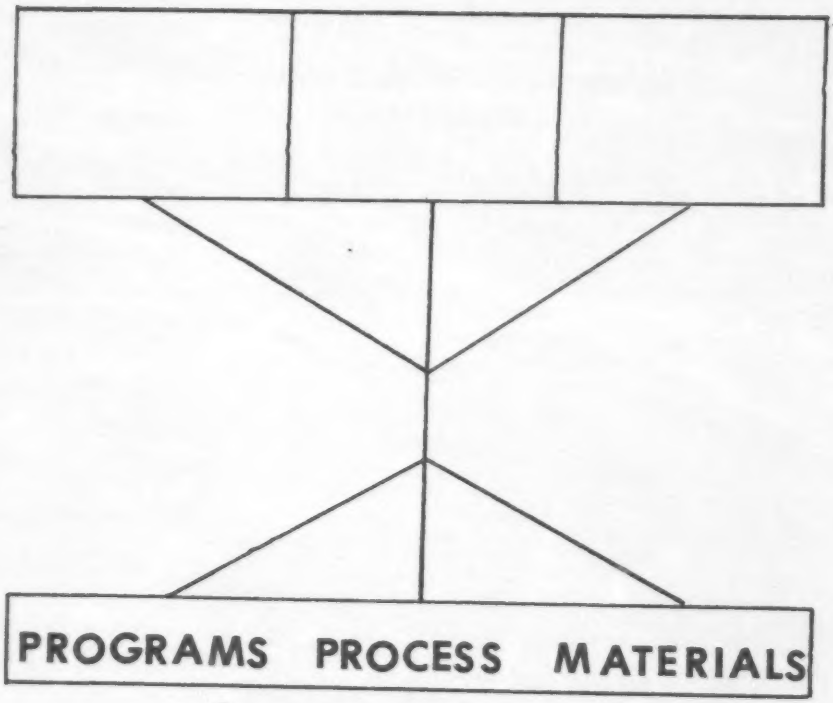
TRANSPARENCY #2

Maslow's Hierachy of Needs



SCHOOL CLIMATE DETERMINANTS

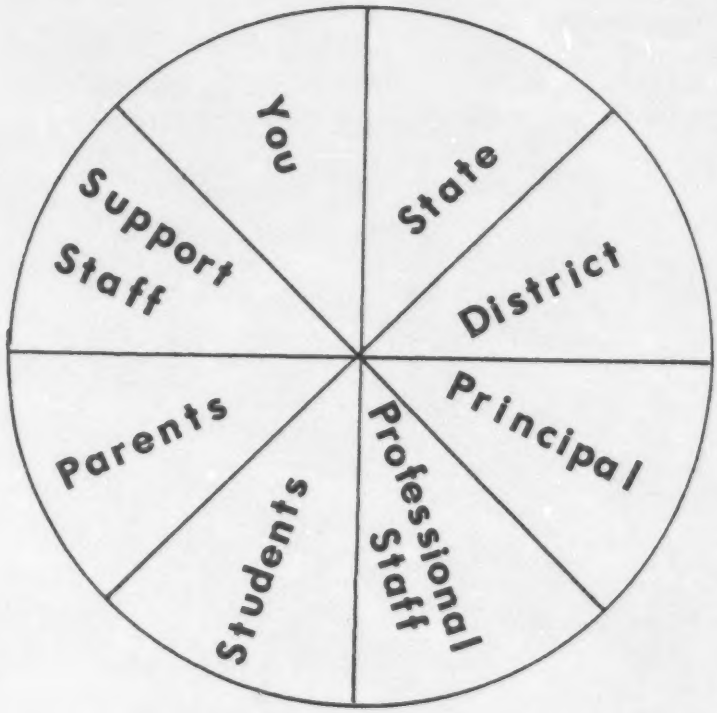
outcomes



determinants

TRANSPARENCY #4

SPHERES OF INFLUENCE

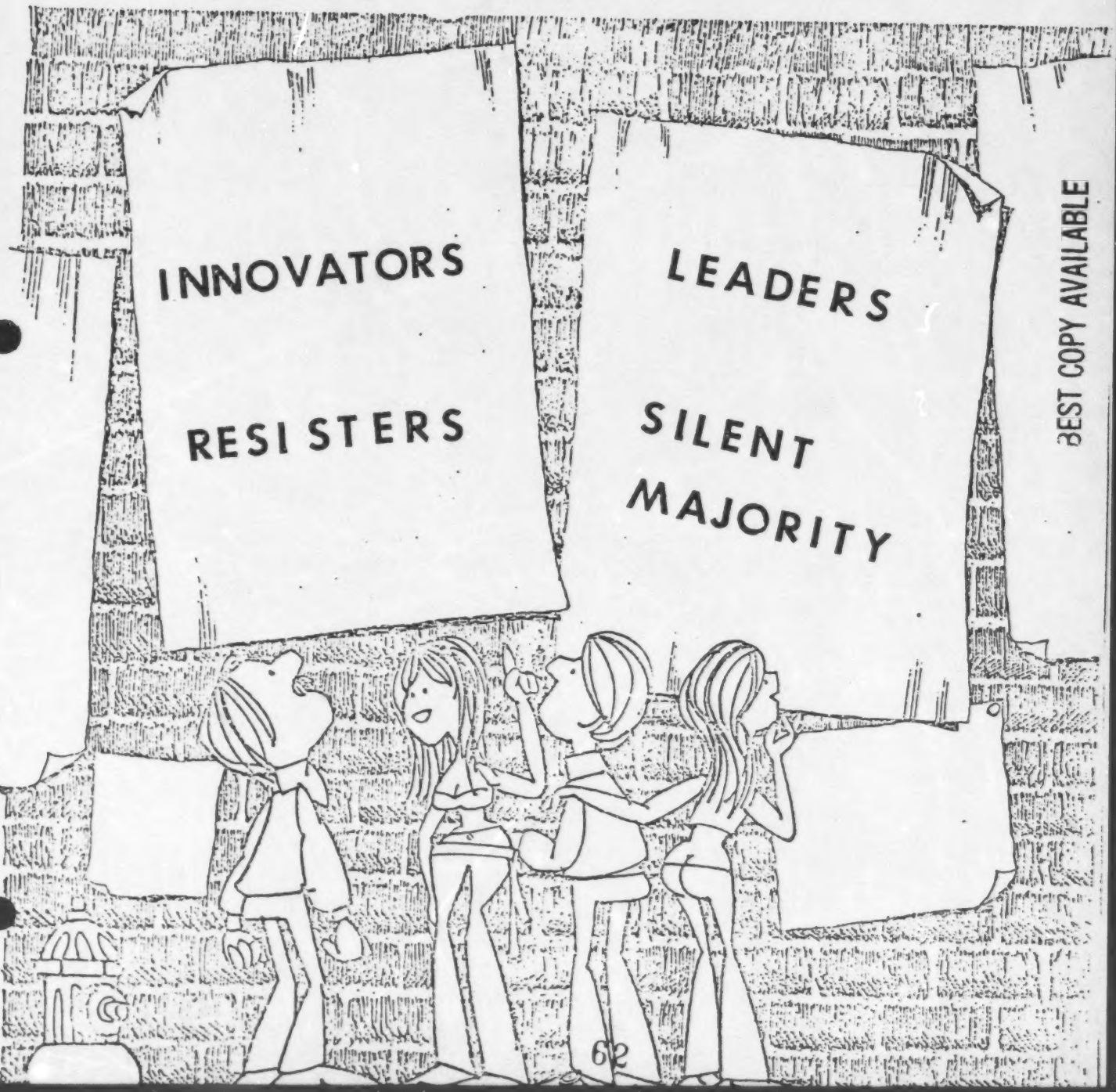


TRANSPARENCY #5

FUNCTIONS	ROLES					
	ADMINISTRATOR	PROFESSIONAL STAFF	SUPPORT STAFF	STUDENTS	PARENTS	
DETERMINIG GOALS						
ORDERING MATERIALS						
SEQUENCING PROCEDURES & PROGRAMS						

TRANSPARENCY #6

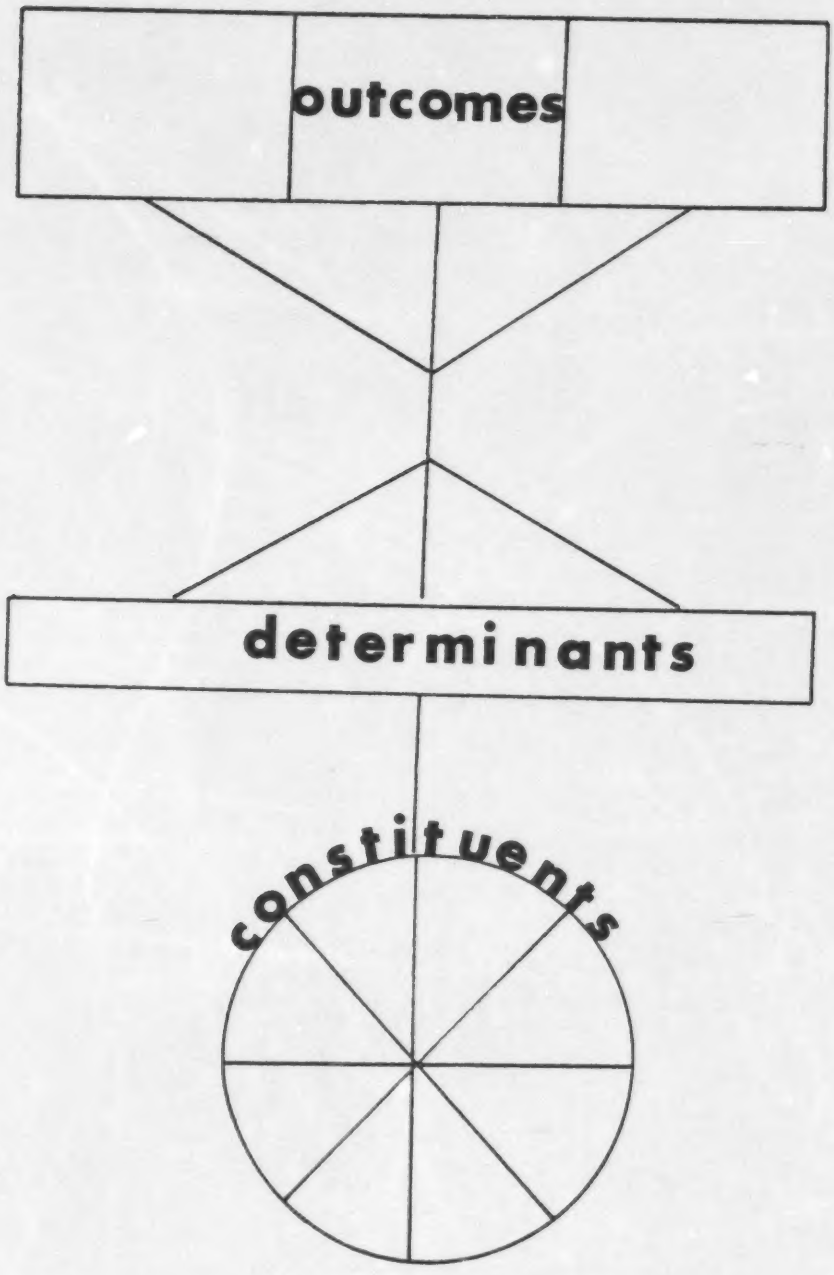
SOCIAL GROUPS



BEST COPY AVAILABLE

TRANSPARENCY #7

SCHOOL CONSTITUENTS



TRANSPARENCY #8

PROBLEM SOLVING SEQUENCE

1. Identify problem

2. Analyze problem

3. Generate multiple solutions

4. Plan for action

5. Forecast consequences

6. Take action

7. Evaluate action